

CHILDREN'S PROGRAMMING COMMERCIAL LIMIT COMPLIANCE  
DISCREPANCY REPORT

**CHILDREN'S PROGRAMMING COMPLIANCE**

I, Rick White, in my capacity of Regional Program Coordinator of WSYX/ABC6, Columbus, OH, hereby certify that for the period from July 1, 2008 to September 30, 2008:

1. I am familiar with the commercial limits imposed by Section 73.760 of the FCC's rules (no more than 12 minutes per hour of commercial material may be broadcast during children's programming\* during the week, and no more than 10 ½ minutes per hour on the weekends);

\* 'Children's programming' when used here means programming originally produced and broadcast primarily for the audience of children 12 years old and under.

A handwritten signature in black ink, appearing to read "Rick White", is located in the lower right portion of the document.

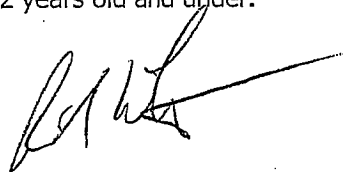
CHILDREN'S PROGRAMMING COMMERCIAL LIMIT COMPLIANCE  
DISCREPANCY REPORT

**CHILDREN'S PROGRAMMING COMPLIANCE**

I, Rick White, in my capacity of Regional Program Coordinator of ESYX/MyTV, Columbus, OH, hereby certify that for the period from July 1, 2008 to September 30, 2008:

1. I am familiar with the commercial limits imposed by Section 73.760 of the FCC's rules (no more than 12 minutes per hour of commercial material may be broadcast during children's programming\* during the week, and no more than 10 ½ minutes per hour on the weekends);

\* 'Children's programming' when used here means programming originally produced and broadcast primarily for the audience of children 12 years old and under.

A handwritten signature in black ink, appearing to read 'Rick White', with a long horizontal line extending to the right.

### WEBSITE CERTIFICATION

I, Rick White, in my capacity of Regional Program Coordinator hereby certify that for the period from July 1, 2008 to September 30, 2008, television broadcast station WSYX/ABC6 (Columbus, OH) has complied with the FCC's Website Rule relating to children's programming.

R. White  
Signature

Rick White  
Print Name

10/6/08  
Date

**THIRD QUARTER 2008**

FOLLOWING IS A LIST OF ALL ABC TELEVISION NETWORK PROGRAMS DESIGNED FOR  
 CHILDREN TWELVE YEARS OLD AND YOUNGER THAT WERE SCHEDULED FOR BROADCAST  
 DURING THE THIRD QUARTER OF 2008, JULY 1, 2008 THROUGH SEPTEMBER 30, 2008. THIS  
 CERTIFIES THAT ALL OF THESE PROGRAMS WERE FORMATTED (IN THE ORDER AND AT THE  
 TIMES INDICATED) TO ALLOW FOR NO MORE THAN 10.5 MINUTES OF TOTAL COMMERCIAL  
 TIME PER CLOCK HOUR ON WEEKENDS AND 12 MINUTES OF TOTAL COMMERCIAL TIME PER  
 CLOCK HOUR ON WEEKDAYS, OR HALF THAT ALLOTTED TIME FOR AN ISOLATED HALF HOUR  
 OF CHILDREN'S PROGRAMMING.

IF THE NETWORK SCHEDULED A HALF-HOUR CHILDREN'S PROGRAM CONTAINING 5.5 COMMERCIAL MINUTES IN A CLOCK HOUR WITH A NON-CHILDREN'S PROGRAM, THE NUMBER OF NETWORK COMMERCIAL MINUTES IN THE CHILDREN'S PROGRAM WOULD HAVE BEEN DECREASED TO COMPLY WITH THE COMMERCIAL LIMITS.

Children's Weekend Programs (series)

- Program: The Emperor's New School

Duration: Half-hour (Saturdays, 9:00-9:30 AM NYT)

Number of Network Commercial Minutes: 4:30 (through August 30, 2008)  
5:15 (as of September 6, 2008)
- Program: The Replacements

Duration: Half-hour (Saturdays, 9:30-10:00 AM NYT)

Number of Network Commercial Minutes: 5:00 (through August 30, 2008)  
5:15 (as of September 6, 2008)

3. Program: That's So Raven  
Duration: Half-hour (Saturdays, 10:00-10:30 AM NYT)  
Number of Network Commercial Minutes: 4:30 (through August 30, 2008)  
5:15 (as of September 6, 2008)
4. Program: That's So Raven  
Duration: Half-hour (Saturdays, 10:30-11:00 AM NYT)  
Number of Network Commercial Minutes: 5:00 (through August 30, 2008)  
5:15 (as of September 6, 2008)
5. Program: Hannah Montana  
Duration: Half-hour (Saturday, 11:00 AM-11:30 AM NYT)  
Number of Network Commercial Minutes: 5:00 (through August 30, 2008)  
5:15 (as of September 6, 2008)
6. Program: The Suite Life of Zack and Cody  
Duration: Half-hour (Saturdays, 11:30 AM-12:00 PM NYT)  
Number of Network Commercial Minutes: 4:30 (through August 30, 2008)  
5:15 (as of September 6, 2008)
7. Program: Power Rangers: Jungle Fury  
Duration: Half-hour (Saturdays, 12:00-12:30 PM NYT)  
Number of Network Commercial Minutes: 5:00 (through August 30, 2008)  
5:15 (as of September 6, 2008)
8. Program: Power Rangers: Jungle Fury  
Duration: Half-hour (Saturday, 12:30 PM-1:00 PM NYT)  
Number of Network Commercial Minutes: 4:30 (through August 30, 2008)  
5:15 (as of September 6, 2008)

Children's Weekend Specials

None

Children's Weekday Programs

None

Children's Weekday Specials

None

\* \* \* \* \*

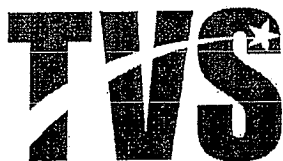
ALL ABC TELEVISION NETWORK PROGRAMS DESIGNED FOR CHILDREN TWELVE YEARS OLD AND YOUNGER, SCHEDULED FOR BROADCAST DURING THE THIRD QUARTER OF 2008, COMPLIED WITH SECTIONS 73.670(b), (c) AND (d) OF THE RULES OF THE FEDERAL COMMUNICATIONS COMMISSION, 47 C.F.R. § 73.670(b), (c) AND (d).

NONE OF THESE PROGRAMS, AND NO PROMOTIONAL OR PUBLIC SERVICE ANNOUNCEMENTS SCHEDULED BY THE ABC TELEVISION NETWORK WITHIN OR ADJACENT TO THOSE PROGRAMS, CONTAINED ANY URLs, WITH THE POSSIBLE EXCEPTION OF (a) FICTIONAL URLs IN PROGRAMMING, (b) URLs OF COMMERCIAL-FREE WEBSITES THAT SATISFY 47 C.F.R. § 73.670(b), OR (c) URLs, NOT UNDER THE CONTROL OF THE LICENSEE, OF NON-PROFIT OR GOVERNMENT ENTITIES, WITHIN PUBLIC SERVICE ANNOUNCEMENTS AIRED ON BEHALF OF THOSE ENTITIES, OR MEDIA COMPANIES IN PARTNERSHIP WITH THOSE ENTITIES.

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Affiliate Relations

Date: \_\_\_\_\_



THE TELEVISION  
SYNDICATION  
COMPANY, INC.

April 11, 2007

This letter will address the recently passed new legislation by the FCC regarding the children's programming issues for both digital and analog stations.

Specifically regarding the websites contained with the programming that TVS provides to stations to fulfill their E/I requirements, TVS warrants and represents that REAL LIFE 101, ULTIMATE CHOICE, KID GUIDES and WHAT'S UP! QUE PASA are in full compliance. TVS has sent a letter of compliance to the FCC regarding these series' websites.

Should you require anything further please let us know.

Best regards,

A handwritten signature in cursive script that reads "Cassie M. Yde".

Cassie M. Yde  
President

**USEFUL INFORMATION FOR  
COMPLETING THE CHILDREN'S TELEVISION PROGRAMMING REPORT  
FORM 398**

**"KID GUIDES"**

**FCC E/I Core Programming**

**Target Age Group: 13 - 16 year olds**

**Describe the educational and informational objectives of the program and how it meets the definition of Core Programming:**

"Kid Guides" is a series "for" kids "by" kids.

This award-winning, action packed series takes kids behind the scenes of some of the top zoo, aquariums, museums, and other destinations in the world.

Our kid guides learn about the workings of the locations as well as the science behind what it takes to run the places. Whether it is learning about how to care for a white tiger, how to be a zoo keeper, how to handle snakes, or how to take underwater pictures, our hosts dive right in.

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**KID GUIDES AWARDS**

**Parents Television Council**

Kid Guides received the "Seal of Approval" from the Parents Television Council (PTC). The PTC's mission is to promote and restore responsibility and decency in the entertainment industry.

**Emmy® Awards**

The Ft. Worth Zoo Episode of Kid Guides won the show an Emmy® in the Children/Youth/Teen (19 and under) category at the 48th Emmy® Awards.

**Parents' Choice Foundation**

Kid Guides received The Parent's Choice Approved seal from the Parents' Choice Foundation. A Parents' Choice Approved seal indicates a wholesome product that helps children enjoy developing physical, emotional, social or academic skills.

**Worldfest Houston International Film Festival**

Kid Guides won a Gold Remi Award at Houston's Worldfest International Film Festival. WorldFest is one of the oldest and largest film & video competitions in



the world.

### **World Media Festival**

Kid Guides received the Intermedia-globe Silver Award for Children's Edutainment at the World Media Festival in Hamburg, Germany.

### **Telly Awards**

Kid Guides won two Telly Awards in 2006. The Telly Bronze was awarded for both the Travel and Children's Series categories.

### **KIDS FIRST!®**

Kid Guides received the "Endorsed Title" Two Star rating from KIDS FIRST!® for the Downtown Aquarium episode.

### **International Family Film Festival Award**

Kid Guides won the Best Educational TV Award at the International Family Film Festival (IFFF). Described as the Most Relatable Show for Children. The IFFF honors the best family entertainment in the world.

## **KID GUIDES EPISODE SYNOPSIS 2007-2008**

### **Episode 301 – National Zoo in Washington, DC**

Matt and Brittney travel to the National Zoo in Washington, DC. They get to see many of the zoo's 300+ species of animals, with in depth experiences learning how to care for pandas, how to handle venomous snakes, learning why poison dart frogs are critical to their environment, and how to care for elephants. On Explorer's Corner, Matt and Brittney learn what it takes to be an animal keeper at a zoo. We learn more details about pandas in our Animal Star segment.

### **Episode 302 – Franklin Institute in Philadelphia, Pennsylvania**

Matt and Brittney travel to Philadelphia to visit the Franklin Institute Museum. In addition to exploring the museum's world leading attractions, they learn about hearts and go through a giant heart, they learn about how fireworks work, they use science to show how to shoot an egg without breaking it, and of course they meet up with Ben Franklin, who teaches them about electricity. On Explorer's Corner, Matt gets an ultrasound examination to learn about blood circulation. Benjamin Franklin is featured in our Animal Star segment.

### **Episodes 303 and 304 – St Louis Zoo in St Louis, Missouri**

Matt and Brittney travel to St Louis to visit the country's top ranked zoo. Here they see the hundreds of animals that the zoo has to offer. In addition, Brittney

participates in a Sea Lion show, Matt and Brittney learn about great apes and efforts to save orangutans in the wild, they learn about caring for penguins, they feed some laurakeets, get to feed otters behind the scenes, and help to care for and release butterflies. In Explorer's Corner, Matt and Brittney learn about the zoos effort to save the American Burying Beetle. The Animal Star is the Black Rhinoceros.

#### **Episode 305 – Downtown Aquarium in Houston, Texas**

Matt and Brittney travel to Houston to visit the Downtown Aquarium. Here they see an alligator feeding, learn about the ecology around oil rigs, help to create toys for White Tigers and then watch the tigers play with the toys, participate in feeding sharks, and play some games. Matt really gets into things, when he dons scuba equipment and helps to clean some tanks. On Explorer's Corner, Matt and Brittney get behind the scenes with the White Tigers and help to train and feed them. The show's Animal Star is the piranha.

#### **Episodes 306 – Ft Worth Zoo in Ft Worth, Texas**

Matt and Brittney travel to Ft Worth to visit another top ranked zoo. This time they see a really wide variety of animals. Their hands on activities include making enrichment items for orangutans and watching them eat them, watching an elephant painting session, feeding and petting giraffes up close, feeding a wide variety of birds, learning about otters and bears, and participating in a bird of prey training session. In Explorer's Corner, we get more details about enrichment items for animals. The Animal Star segment features flamingos.

#### **Episode 307 – Shedd Aquarium in Chicago, Illinois**

Matt and Brittney travel to Chicago to visit the Shedd Aquarium which is one of the top 2 aquariums in the US. They see a variety of fish. Their interactive sessions include learning about Caribbean reefs, feeding large fish, learning about crabs from around the world, and participating in the water with a whale training and feeding session. In Explorer's Corner, Matt and Brittney help out with physicals on sharks. The Animal Star is the Japanese Spider Crab, which is the largest crab in the world.

#### **Episode 308 – Monterey Bay Aquarium in Monterey, California**

Matt and Brittney travel to Monterey to visit the country's other top aquarium. Here they learn all about the fish off the waters of California Coast. Our interactive segments include learning about the reefs off of California, Matt cleaning up poop in a ray tank, and both Matt and Brittney putting on scuba gear to explore the aquarium's outdoor animal exhibits from the inside. Explorer's Corner features Matt and Brittney going behind the scenes of the aquarium's world renowned jelly fish program. The Animal Star is the Tuna.

#### **Episode 309 – The International Spy Museum in Washington, DC**

Matt and Brittney go undercover in Washington, DC, the espionage capital of the world, at the International Spy Museum. Here they take part in Operations Secret

Slumber where kids spend the night at the museum and perform a variety of missions to uncover the mole in their midst. They see the museum as they learn to disguise themselves and send secret messages. They learn spycraft to create their own dead drops. They even interview a real spy who worked undercover in the Middle East. In Explorer's Corner, Matt and Brittney teach kids how to create their own secret codes. Our Animal Star for the show is the Ninja.

#### **Episode 310 – Kids Sea Camp Certified Kids Program in Curacao**

In this episode, Matt refines his scuba skills by attending the certified kids program at Kids Sea Camp in Curacao. Matt dives Caribbean reefs to learn about underwater ecology, fish identification, underwater navigation, underwater photography, and a variety of other skills. Highlights of Matt's dives include diving in open water with dolphins and sea lions, seeing sea horses and moray eels, feeding sharks, wreck diving at one of Curacao's premier dive sites, as well as being swarmed by rays. Viewers learn along the way a lot about diving.

#### **Episode 311 – Dolphin Academy in Curacao**

In this episode, Brittney goes to Curacao to attend the Dolphin Academy, where she learns to be a dolphin trainer. She learns to prepare food for the dolphins and care for them. Throughout her week there, she gradually learns to perform dolphin tricks and takes part in dolphin shows at the Curacao Seaquarium. By the end of the week, Brittney is performing the dolphin shows while being in the water with the dolphins. Also, Brittney learns to scuba dive throughout the week, and viewers learn with her what it takes to get scuba certified.

#### **Episode 312 – SEAL team at Kids Sea Camp in Curacao**

In this episode, we are introduced to Jason, our youngest Kid Guide. He attends the SEAL team class at Kids Sea Camp, which is for kids aged 8-9. Jason learns to scuba dive throughout the show, going through different missions along the way. He participates in night dives, dives with groupers and rays, and in his final, dives in the open ocean. He also explores the Curacao Seaquarium and has dolphin and sea lion encounters along the way.

#### **Episode 313 – Georgia Aquarium in Atlanta, Georgia**

Matt and Brittney travel to the Georgia Aquarium, the top aquarium in the world, in Atlanta to see the prized whale sharks. They learn about the sharks as they feed them behind the scenes. They also learn what goes into the maintaining the largest fish tank in the world. Matt and Brittney also feed beluga whales and an octopus. They also get behind the scenes at the aquarium's 4-D live show and meet the star of the show.

#### **Episode 314 – Homosassa Springs State Wildlife Park**

Matt and Brittney travel to Homosassa, Florida to a park that features animals only from Florida. Here they feed bears, learn about alligators and bald eagles, and meet a hippopotamus that was declared a resident of Florida so that it can remain in the zoo. They also help prepare food for the zoo's manatees, and then

get in the water to hand feed them.

#### **Episode 315 – Florida Aquarium in Tampa, Florida**

Matt and Brittney travel to Tampa to see the Florida Aquarium. Matt wastes no time as he dives into the shark tank to learn first hand what it is like to be surrounded by a dozen sharks. There is nothing between him and the sharks. Brittney soon joins Matt as they dive in the Coral Reef tank. They then jump in the ray tank to learn about what it takes to care for stingrays. Matt and Brittney then learn about how to create a home aquarium.

#### **Episode 316 – Miami Metrozoo in Miami, Florida**

Matt and Brittney travel to Miami to experience one of the largest zoos in the world. They hand feed a rhinoceros, and get into the exhibit with giraffes and giant tortoises. A Twenty foot cobra then wraps the kids up, literally. The Metrozoo also has a huge aviary, and Matt and Brittney learn about a wide variety of birds.

#### **Episode 317 – Diving with the Manatees**

Matt and Brittney dive right into things as they travel to Crystal River, Florida where they snorkel with the manatees. They take a boat out and learn about the Crystal River ecology and why manatees congregate there. They play with manatees that literally play tag Matt and Brittney. Matt and Brittney quickly learn that they are snorkeling in waters with alligators as well. They also take a class to learn about manatees. To top off the show, and really learn about the manatee environment, Matt goes cavern diving to see the fresh water springs that provide the manatees their home.

#### **Episode 318 – Best of Episode**

Matt and Brittney visit the Maryland Science Center in Baltimore, Maryland and revisit some of their favorite segments from the previous episodes as they go through the science center. We see Matt and Brittney feed tigers and giraffes. They also get in the tank with whales. They also show their favorite clips from Curacao, both diving and starring in a dolphin show. Matt and Brittney also reveal some of the behind scenes aspects of the show, and show some of their favorite bloopers.



## Sherlock Holmes in the 22<sup>nd</sup> Century

*"Elementary my dear Watson...when you have eliminated the impossible, whatever remains, no matter how improbable, must be the truth."*

These thoughts and dozens like them lie at the heart of both the Sherlock Holmes canon and the "educational" approach in *Sherlock Holmes in the 22<sup>nd</sup> Century*.

Holmes' timely return offers an ideal device for engaging and entertaining young viewers while:

- 1) building invaluable problem-solving and information management skills and
- 2) modeling the pro-social values and behaviors associated with enduring friendships and effective teamwork. Overarching educational opportunities that flow naturally from the characters and familiar story lines include:

- Motivating kids to see critical thinking and team problem-solving as exciting, fun, and within their capacity;
- Demonstrating fundamental principles of gathering, evaluating, and interpreting information and using it to imagine, present, and test plausible scenarios;
- Modeling and showing positive consequences of friendship, responsibility, honesty, creativity, perseverance, and respect for self, for others, and for the power of ideas.

In short, we want viewers to be so caught up in the characters' relationships and adventures and so drawn by Holmes' passion for problem solving, for teamwork and healthy competition, for the thrill of the chase, the excitement of denouement, and the deep satisfaction of a case well-solved—that they *naturally* adopt positive attitudes and behaviors.

### **Educational Themes:**

**Problem Solving:** It is an integral part of Holmes' character habitually and explicitly to describe how he solves the crimes and puzzles he encounters. This provides an excellent opportunity to model and encourage problem-solving skills on the part of young viewers. What better format than the mystery story to insure that "lessons" about problem solving flow naturally and seamlessly from the story? Who better than Holmes, that greatest of problem solvers, to demonstrate the excitement, challenge, and sheer pleasure of pitting one's brain cells against any mystery one can imagine? By repeatedly portraying key problem-solving strategies in ways that flow from the characters and events, we can show the power and importance of:

- **Observation** ("active looking and listening") guided by provocative questions (*What do you see? What do you hear? How are some things similar? How are they different?*) These are exactly the kinds of questions Holmes asks himself each time he encounters a crime scene, a mystery, or a problem. A repetitive strategy here might be to encourage viewers to pause, take a breath, and observe and describe what they see, hear, etc. Holmes could encourage

such behavior in his comments to the Baker Street Irregulars and/or to Beth Lestrade, all of whom, by virtue of their youthful inexperience and enthusiasm are inclined to leaping before looking.

- **Reflection and Imagination** (*What might it all mean? What else might it all mean? How do I know what I know? What other information do I need? How can I get it?*) Once the facts have been collected, problem-solvers organize, combine, and recombine them, make inferences, and ask what it all means. Imagination leads to theories and hypotheses which can then be presented, compared, and tested in light of new information. Here, one might show Holmes constructing alternative scenarios, bringing facts to bear on them, and openly noting where they fit and where they do not. Through this process it might be possible to show how everyone on the team can bring new and valuable perspectives and information and also, that one is more likely to learn from a good mistake than from simply being correct.
- **Fact-based Flexible Thinking** (*i.e. openness to new information and new ideas; willingness to consider new and/or a wide range of alternatives and when facts don't seem to add up, always **checking one's premises**.*) Flexible thinking refers to a willingness to change our theories, despite biases and preconceptions, when evidence tells us to do so. We need to evaluate the quality of information and follow the best of it wherever it leads. In the original stories, much of the interplay between Holmes and Watson was built around Watson's tendency to "rush to judgment" and then bend facts to support his preconceptions. (I know what I believe, don't bother me with facts.) Holmes, in contrast, was always prepared to adjust his hypothesis even when the facts lead him to an "improbable truth."

**Pro-social attitudes, values, and behaviors:** Also intrinsic to the Holmes' canon are the established friendship between Holmes and Watson and the rough and tumble but nonetheless steadfast and caring interactions between Holmes and the Irregulars. Watson's admiration for Holmes' genius is matched by the unquestioning trust Holmes' places in Watson. Their friendship is rooted in an almost palpable mutual respect and loyalty.

In befriending and enlisting the Irregulars as trusted partners, Holmes engages them in the sort of enduring, respectful, caring relationship that many of today's very real children don't even know how to imagine. Viewers who observe and identify with the Irregulars and their caring, crafty mentor will be drawn into the adventures and interactions of people who respect and care about themselves and each other and who achieve good ends while behaving responsibly, reliably, and honestly. By persevering (with creativity and plenty of humor) and by treating adversity as "an adventure rightly viewed" and mistakes as "information," characters will help viewers to adopt these same life enhancing qualities.

### Some Ideas for Educational Devices and Components

**Computers, Telecommunications, and Information Technology:** In addition to problem-solving skills and pro-social attitudes and behaviors, educators and business leaders recognize the importance of integrating technology use into the education and socialization of *all* children. Given the sci-fi environment, the androic nature of the 22<sup>nd</sup> Century Watson, Holmes' willingness to use computers and futuristic gadgets, and Tennyson's computer genius, it seems natural to take advantage of the opportunity to illustrate a few things about gathering information and communicating on-line.

The use of "e-mail" to communicate with the Baker Street Irregulars (who like to hang out in the community center computer room while evading the vigilant neighborhood foot patrol) would also permit them to gather and exchange information with Holmes and be a more active part of the show without adding greatly to production costs. These kids are likely to be among the

shows strongest draws for young viewers, so having more of them could be a big plus—even if they are just “telecommuting.” (We could see their hands or even just their screens as messages are tapped out and read and hear Holmes reading those messages.)

Holmes could convey his “slow down and think” theme by helping the kids to shape and modify searches. They could demonstrate their useful technology prowess by coming up with unusual sites and interesting factoids from real sites—e.g. the British Museum, NASA, us.gov.org, etc. With Holmes mentoring, they could also learn the important lesson that not everything found on the WWW is to be believed!

**Some skills, competencies, and strategies:** Numerous problem-solving “sub-strategies” or activities can be developed to illustrate each of the central themes described above. Here are some to consider. To the extent that they can be incorporated into story themes, sub-plots, or components, go for it!

**Some skills, behaviors, and habits of effective problem solvers:**

- observing
- abstracting
- categorizing
- generalizing
- making inferences and deductions
- assigning effects to causes and causes to effects
- forming and testing hypotheses
- imagining consequences and sequences
- reflecting, planning, predicting, strategizing
- segmenting wholes into parts and building wholes from parts
- generating alternative explanations
- presenting and defending a position
- respecting the perspectives, ideas, abilities of others
- recognizing that diversity (of people and sources) increases information
- recognizing bias in oneself and in others
- being willing to risk mistakes
- seeing/using mistakes as opportunities to learn

**Highly valued character attributes**

- responsibility
- reliability
- honesty with self and others
- respect for self, for others, and for the power of ideas
- humor
- kindness
- compassion
- loyalty
- respect for diversity
- perseverance



## ***HORSELAND***

### Curriculum Statement

**Mission:** To promote and reinforce positive social skills, interpersonal interactions, and character development to 9- through 11-year-olds via the portrayal of the actions and experiences of positive social models in the context of engaging and entertaining stories.

**Target age range:** 9 – 11 years.

**Need:** Surveys consistently find that parents want their children to acquire a range of positive attributes and abilities. Personal interviews and national surveys (e.g. The General Social Survey) consistently reveal the importance to parents of such personal characteristics as honesty, good sense and judgment, responsibility, independence, self-confidence, perseverance, etc., and such social attitudes and skills as consideration for others, respect for diversity, cooperation, friendliness, getting along with others, cooperation, and more. Many parents also note that it is difficult to find age appropriate television programs that model such attributes for young viewers, particularly those approaching the teen years.

**Concept and Approach:** Take a riding stable devoted to teaching dressage to young people, mix in half a dozen "twens" from very different backgrounds, and a stable full of jumping horses (also from very different backgrounds) who, when people are not around talk to each other; add to the conversation the voices of one supercilious cat, one very curious pig, and a wise, old barnyard-dog, and you have a recipe for an almost unending supply of stories about how kids can learn to get along, accept responsibility, and develop self-confidence, self-esteem, and a strong, positive character. *Horseland* isn't just a stable where kids learn to ride and take care of their animals. It's a microcosm ... a small world in which three pre-teen girls and a boy encounter and learn to resolve many of the same kinds of problems and issues that most kids face in their daily lives as they struggle to become positive, productive adults.

Each week, Sarah (a child of wealthy parents), Alma (a first generation Hispanic), Molly (an African-American from the city), and Bailey (son of the stable's owners) strive to become the best competitive riders they can possibly be. This entails learning not only the finer points of dressage, but also how to take care of their horses, the stable, and each other. As their friendship grows, they confront problems that put their honesty, their integrity, their self-confidence ... and sometimes even their friendship to the test. Their problems, and how they deal with them, serve to provide concrete examples of positive social behavior that can serve as excellent models for the viewing audience.



But *Horseland* goes a step further than simply portraying positive social models. The animals that inhabit Horseland have the power to speak to each other. And speak they do, often and raising questions about and commenting on the "strange" behavior of their young caretakers. Fortunately, the most stable and steady voice among the animal chorus is that of Shep, and old barnyard dog. He has been around long enough to have seen several generations of youngsters pass through Horseland, hence to have some pretty clear ideas about how people in general and kids in particular can and should behave. Shep's comments to Teeny the pig and Angora the cat, as well as to the kids' various mounts, helps to explain many of the social issues inherent in the our young riders face, as well as to underline and reinforce important lessons.

Ultimately, *Horseland*'s attractive, engaging preteen characters involved in clear, concrete actions that model appropriate prosocial behaviors, in combination with the questions, comments, observations, and explanations of the stable's various four-legged inhabitants provide clear, powerful prosocial educational messages in the context of a highly entertaining, animated television series.

### ***Horseland:***

#### **Educational issues and log lines**

##### **HL101 – FIRE, FIRE BURNING BRIGHT**

**E/I issue(s):** responsibility

**E/I synopsis:** The gang is going camping, and everyone is assigned duties for which they are responsible. When Chloe and Zoey fail to fulfill their responsibilities, the result is a disastrous forest fire and a race to escape the flames. The sisters learn a hard lesson about the importance of meeting one's responsibilities.

##### **HL102 – WIN SOME, LOSE SOME**

**Educational issue:** being a good loser; accepting responsibility for one's own actions

**Educational synopsis:** Alma is so sure that she is going to win the jumping competition that she fails to practice or to pay attention. Her performance suffers, and to make matters worse, Chloe is doing great. Then, when Alma discovers one of the judges is an old "friend" of Chloe's mother, she is sure the fix is in and that Chloe is winning by cheating. When it turns out that the old friend is more of an old acquaintance, who does the sisters no favors Chloe has to eat a little crow for accusing Chloe of winning by false pretenses. More important, she has to take responsibility for her own poor performance.

##### **HL103 – YOU CAN'T JUDGE A GIRL BY HER LIMO**

**Educational Issue:** stereotypes; jumping to conclusions



## *The New Adventures of Madeline*

### Curriculum Statement

**Objectives:** To promote positive values and pro-social behavior among young viewers.

**Target Audience:** The target audience is 5 – 7-year-olds. However, given Madeline's character and the lengthy history of her popularity (the first Madeline storybook was published in 1939); we expect to attract both younger and older viewers.

**Need:** In surveys, parents of 3 – 12-year-olds consistently identify a host of positive values and behaviors as important for their children to develop. Characteristics such as honesty, perseverance, independence, self-efficacy, and respect for diversity, as well as life skills such as getting along with others, helping, sharing, and general civility are typically nominated as critical to their children's development. And because today's children spend so much time with the media, these same parents frequently complain about the difficulty of finding television programs for young viewers that simultaneously engage their attention *and* provide positive models for character and behavior development. *Madeline* seeks to respond to this felt need, by providing young viewers with programming that actively promotes positive behavior and that helps parents instill positive values.

**Approach:** Madeline, the clever, free-spirited little girl who seems always to rise to the occasion when adversity arises, has been a much-loved model for little girls since her introduction in 1939 (Ludwig Bemelmans, *Madeline*, Viking Press). She is an ideal character to serve as a model for young children.

In the TV series (as in the original books), Madeline frequently encounters the kinds of issues and problems that have always faced young children everywhere, issues of good character and good behavior:

Shall I tell a lie? Have I hurt someone's feelings? Am I being just a bit too proud? ...too unruly? ...too irresponsible? How should I treat others who are different from me....?

As our plucky little red-head confronts these and similar questions, she struggles, she wonders and debates, and she provides a powerful and engaging model of positive behavior and decent character. She is no angel, but she ultimately does the right thing, modeling positive values and good choices.

It is precisely because Madeline continues to strike a responsive chord among young viewers that she is such a powerful advocate for positive values and behavior. In Madeline they see themselves – they confront the same kinds of issues Madeline confronts; they struggle with right and wrong just as Madeline does; and, hopefully, they will find their way just as Madeline does. *Madeline*, the series, strives to highlight the kinds of issues that young children face in ways and in a context that young children relate to. It portrays negative behavior leading to negative consequences and positive behavior leading to positive consequences. And most important, it provides young viewers with a model that they want to and can emulate.

## *Madeline*

### **Educational issues and log lines**

#### **MAD101 – *Madeline at the Hotel Riche***

**E/I issue(s):** happiness

**E/I synopsis:** During a stay at the grand Hotel Riche, the girls learn that money cannot buy happiness. They discover that happiness comes from having caring friends and a giving attitude.

#### **MAD102 – *Madeline's Halloween***

**E/I issue(s):** celebrating differences

**E/I synopsis:** When Madeline and her friends learn they are to visit their pen pals in New York, they worry that things will be so different that they may not like it. They are correct that things are very different, but just as Miss Clavell tells them; it is the difference that makes things interesting and enjoyable. They all learn to treasure culture differences.

#### **MAD103 – *Madeline and the Spider Lady***

**E/I Issue(s):** Media literacy

**E/I synopsis:** While visiting the studio to watch the Spider Lady radio show, Madeline and her friends produce a pretend radio show in which they dramatize an invasion of giant, purple polka-dotted ants. The trouble is, their show is accidentally broadcast over the air, and all of New York panics. By the time Madeline and the Mayor bring the citizens back to their senses, everyone learns that you can't believe everything you see or hear in the media.

#### **MAD104 – *Madeline and the Ice Skates***



## THE LITTLES Curriculum Statement

**Mission:** Promoting positive models of social behavior and character development while engaging and entertaining 5 – 9-year-olds.

**Concept and Approach:** Imagine a community of creatures 4 inches tall – half-human, half-mouse. These are The Littles – and they may be living in the walls of your house. In most ways The Littles act and think like Bigs (some folks call them Humans), but their sense of wonder, their thirst for adventure, and their capacity for kindness sets them apart.

This series focuses on one particular family of Littles – Grandpa (gruff, wise, and intent on sharing his wisdom with the younger Littles), Mom and Dad, Dinky (an irrepressible teen with a wild imagination who can be counted on to leap before he looks), and the two youngest: Tom and Lucy. They inhabit the walls of the home of 12-year-old Henry Big and his parents. Henry is the only Human who knows about the Littles; his archeologist parents who know that their boy sometimes acts a little strangely, and occasionally appears to talk to the walls, but don't really know why. The only one who Henry's suspects Henry's secret is a sinister scientist named Hunter. He believes, but cannot prove, that the Littles exist, and strives to capture them to prove his theory. These elements provide the ingredients for constant adventure, constant surprise, and engaging prosocial lessons.

In their quest to become productive adults, the Littles and their friend Henry face the same kinds of problems that young children face every day – issues of friendship, jealousy, honesty, prejudice, consideration for others, kindness, responsibility, risk-taking ... and more. Each episode of the Littles focuses on one such issue, presenting it in explicit, concrete terms. And young, attractive characters with whom children can identify carry out these actions, they serve as excellent role models for young viewers. Younger and older children, boys and girls, loners and social butterflies...all can find a character with whom to identify and from whom to learn. And last but far from least, the character of Grandpa, a wise, experienced, older Little who clearly loves and cares for the Little kids, functions as the kind of non-threatening, non-didactic teacher to whom children respond. He frequently articulates the lesson inherent in the action as he interacts with and advises the Little children. He is the best kind of teacher.

The exciting adventures of the Littles and the suspense generated by their frequent narrow escapes from Dr Hunter are designed to capture and hold young viewers' attention. The explicitness with which each lesson is articulated and role models with

whom children can identify are designed to ensure that children note and understand the embedded prosocial content as they derive delight from the action.

## *The Littles*

### **E/I Issues and Synopses**

#### **LT101**

#### **BEWARE THE HUNTERS**

The Littles are being stalked by Dr. Hunter, a scientist determined to prove that an unknown species of little creatures is inhabiting the earth along with humans. When Dr. Hunter comes to Henry Bigg's house under the ruse of looking for rodents, he manages to capture Tom and Lucy Little in his vacuum. The Council of Littles blame Henry Big, claiming that you cannot trust others who are different, especially Bigs, who are very different indeed. Henry, Grandpa Little, and Dinky attempt to rescue Tom and Lucy, but it is not until they enlist the aid of other Littles, and everyone – including Henry Big – works together that Tom, Lucy, and the entire Little community is saved. That is how the Little community learns to trust Henry and realizes that most important thing about friendship is loyalty – not how one looks.

**E/I issue(s):** loyalty and friendship; others who are different

#### **LT102**

#### **THE BIG SCARE**

In wanting to join an “exclusive” boys club, the Fire Wheels, Henry almost gets hurt trying to perform a dangerous stunt required for his initiation. Next, Henry is asked to spend the night in a “haunted” house. When Tom and Lucy discover that the club president does not intend to admit Henry, and plans to scare him out of the house, they enlist Grandpa and Dinky and go to Henry's aid. When the club members find themselves in a dangerous situation, it is Henry and the Littles who come to their rescue. In the end the boys decide to invite Henry into the club, but he refuses on the grounds that he does not want to belong to a group that requires its members to do stupid and dangerous things.

**E/I issue(s):** taking foolish risks; risky initiations

#### **LT103**

#### **LIGHTS, CAMERA, LITTLES**

When the Littles decide to make a movie using Henry's home movie camera, they settle on a remake of “The Littles Wizard of OZ” starring Lucy in the title role. Jealous that he did not get a starring role, Tom decides to “lose” the film at the dump, but mistakenly deposits it in one of Dr. Hunter's traps. Worried that the Littles are in danger of being discovered by the sinister Dr. Hunter, Tom, Lucy, Dinky, and Grandpa try to retrieve the film from Dr. Hunter's lab, but they are unsuccessful. Fortunately, Dinky's amateur camera work made the whole film dark and out of focus, foiling Dr. Hunter's opportunity to prove that the Littles exist, and Tom learns that jealousy makes people do foolish things.

**E/I issue(s):** jealousy